

Evaluation and Revision

Chapter 7

Evaluation in this discussion will focus on evaluating the learning and teaching that takes place in the EDNET classroom. The purpose of evaluation is to provide information for you to use in the decision-making process as you examine the effectiveness of your instruction. This process is not meant to be a lengthy, complicated, formal process.

This type of evaluation is intended to provide answers to these types of questions:

- How can I know that my class did what I wanted it to do?
- How can I know what revisions I need to make?
- How can I know if students learned what was taught?
- How can I know if I taught effectively?
- How can I know if the instruction was effective in the EDNET classroom as opposed to the regular classroom?

7.1. Importance of Evaluation: A formative evaluation is an on-going process that can take place while you are teaching the class and developing new curriculum. You are examining what you are doing with the intent of improving your teaching style and effectiveness. A formative evaluation is the process of finding out how well you are doing in your role as a teacher in relation to your distance learning instruction and student learning.

7.1.1. Daily Evaluation Checklist: Formative evaluations have two important aspects for you to consider: 1) integration of the technology and instruction, and 2) reflection or self-questioning during and after the instructional process. These are some basic questions you can ask yourself as you reflect during and after teaching each class session and again at the conclusion of the entire class.

We've organized and outlined these questions in a quick and easy-to-use checklist on the few pages. The emphasis is ease of use; DO NOT complicate this process. You can retype these questions to fit your own needs or simply place a copy of this checklist in your textbook or in your syllabus, or in a spot that you check regularly and daily. Look over the checklist and ask yourself these questions on a daily basis. Make note of areas where improvement is needed and visualize a plan including specific things you can change.

You will probably not have time to make full-scale changes, so think of things you can do tomorrow and then things you would like to do the next time you teach the class. Try to make some concrete notes that will trigger your memory.

7.2. Self-evaluation and use of that information : You are also a reliable source for evaluating your instructional process. You need to reflect on how well you think you have done. Take your source of input along with the other sources of input and combine them for a complete picture.

7.3. Various input processes: It is important to seek feedback from a variety of sources in the evaluation process. This feedback will assist you in becoming a more effective teacher. Others outside of the classroom will give you different types of feedback. For example, a person who teaches the same class can help you put content and learning activities into a broader perspective. You could also videotape one of your distance learning classes to give you a perspective of "what the student sees" .

Parents can provide information shared by students at home in a more relaxed environment. Feel free to ask administrators and other teachers for feedback. The results may surprise you.

To help you get started with this process, we are going to suggest some sample questions you could ask from a variety of populations. Feel free to modify these questions for your specific situation and add questions that will be helpful for you. These questions can be asked during the class and/or at the end of the class.

It is important to remember that these questions are designed to help you receive instructional feedback NOT to assess student learning. You are assessing your instructional effectiveness.

7.4. Evaluation of the distance learning class by the teacher:

A. Instruction?

Did the lesson flow well and did it seem to make sense? Do I feel like I taught the objectives in a manner that was effective? What do I need to follow up on tomorrow? What changes would I make if I taught this lesson again?

B. Student understanding and learning?

Did the students seem to understand the lesson content? Did their comments reflect what I was teaching? Were their questions relevant to the lesson content and activities? Were student responses to my questions appropriate and did they communicate student understanding? What do I need to follow up on tomorrow? What do I need to reteach? What changes would I make if I taught this lesson again?

C. Assignments and Assessments?

Were the assignments and assessments aligned with what I was trying to teach? Were students able to complete assignments and assessments in a manner that communicates that they understand what was taught? Were students able to perform objectives? Did a number of students fail? Do I need to revise and reassign the assignments? How would I change assignments and assessments if I taught this lesson again?

D. Integration of technology and instruction

How did the lesson look? Was it what I had visualized when I planned the lesson? Were my materials effective? Did the technology support the lesson and was it the technology transparent? Did the use of the technology accomplish what I intended or did it get in the way? How did the students respond to the use of the technology components? What do I need to change immediately? What would I change if I were to teach this class again?

7.5. Methods for obtaining evaluation information:

- Solicit verbal comments
- Listen to verbal comments--both solicited and unsolicited. General comments can provide important information. Always listen for ideas that can help you improve your class.
- Structure interviews or conversations where you have a specific set of questions you want answered.
- Schedule informal visits from USOE/UEN trainers to discuss your class and activities.
- Schedule written responses to questions.
- Distribute teacher-prepared evaluation forms.
- Arrange for a review of lessons by site facilitator at the end of the term.

If you choose to use evaluation forms to gather information, the forms should be simple to use and easy to fill out. Questions should be directed specifically to information that will help you improve instruction and help students learn. You can create your own evaluation forms. Allowing you to ask the questions you want answered. Limit your form to a few simple, key questions.

- Distribute the forms, read the results, and make the adjustments. This is not a complicated process, and you will find it helpful to have written feedback that you can access any time for evaluation of your class at a latter time.
- Before administering your evaluation, it would be a good idea to have someone else read the questions to ensure that they are clearly stated.

- Evaluation is most useful when it is conducted immediately following the content or experience to be evaluated.
- Clearly worded questions will yield more helpful information.
- Conduct evaluations regularly.
- Obtaining information from multiple sources provides you feedback from students, parents, administrators, and other teachers. Various perspectives will help you improve the class.
- By designing your own evaluation forms, you can ask the questions that will provide you with the specific information you are seeking. You'll get what you want this way!

7.6. Evaluation of the distance learning class by STUDENTS: The purpose of a student evaluation is to assist the teacher to see where the instruction is going well and build on those points, as well as to see areas of improvement. Student opinions and observations can be very helpful. Here are some suggested student-centered questions:

1. List three things you learned today.
2. There are many ways we can present the lesson--video over the TV, computer graphics, group discussions and teacher lectures. Which was most helpful? Why? Which was least helpful? Why?
3. What did you enjoy in today's lesson?
4. Were the visuals I used today readable and understandable?
5. Is there anything you'd like to tell me about today's lesson?
6. Did you feel included in the discussion? Did I respond to your questions? Do you need to hear the other students' questions?
7. Do you feel like you are learning what you need to be learning?
8. Is the pace of lesson presentations too fast? Too slow?
9. Do I provide enough opportunities for you to respond? Or do I talk too much?
10. How can I get more involvement from students?
11. What are some things you would like to do more often?
12. Do the assignments help you learn? Are they relevant to what we are learning?
13. Do the tests and quizzes match up with what I am teaching?
14. Have you been able to develop relationships with students at other sites? Have I made this easier or harder? What has helped?
15. How do you feel in general about taking a class in an EDNET classroom?
16. Would you take another EDNET class?
17. Would you recommend this class to a friend? Why? Why not? What would you say to your friend about the class?

18. Do you feel like you would have done better in a regular class? Please explain your answer.

19. Have you felt you have had access to me as a teacher? What could I do to make myself more accessible?

20. Has the EDNET technology worked? Was the video picture a good quality? Was the sound at an appropriate level? Rate the overall EDNET system and your learning experience in the EDNET classroom.

7.7. Evaluation of the distance learning class by parents: The purpose in asking parents for feedback is to gain their input regarding the effectiveness of the EDNET classroom. This process will communicate to parents that their feedback is valuable and that you want to provide optimum learning experiences for students.

Evaluation of the class by PARENTS:

Here are some suggested parent-centered questions:

1. Do you think your student enjoyed taking a class in the EDNET classroom? Please share with us any specific comments your student made regarding the experience of distance learning?
2. Did you feel that the teacher was accessible to you? Were you able to contact the teacher when you had questions and concerns? Did you feel like the teacher responded to your questions and concerns?
3. Do you feel your student was fairly graded? Did you receive adequate feedback regarding grades and academic performance?
4. Did you feel that it was an advantage for your student to be able to take a class that wasn't available in the local school?
5. Did you value the fact that your student became acquainted with students from other schools? Did your students value this opportunity? Please explain your response.
6. Would you encourage your student to take another class in the EDNET classroom? Why? Why not?

7.8. Evaluation of the Distance Learning Class by Administrators: You will want to solicit feedback from administrators assigned to oversee the EDNET programs at the origination site and all receiving sites. This information is critical for your success. The program may be compromised if administrator support is missing or not asked for.

Evaluation of the class by ADMINISTRATORS:

Here are some suggested administration-centered questions:

1. What do you know about the EDNET class I taught? Did you visit the distance learning classroom during this term?
2. What types of feedback have you received? Has the feedback been positive? Negative? Has the feedback come from students? From parents? From other teachers or department heads? From other administrators?

7.9. Evaluation of the distance learning class by local and remote faculty. It is important to determine if this class was effective in the eyes of your colleagues in the specific content area and the faculty at large. The success of an EDNET class can be greatly enhanced by the comments and support faculty members share with students, parents, counselors, and administrators. If a faculty perceives that an EDNET class is a negative experience for students or a faculty perceives that EDNET classes are robbing them of students and possible classes, the success of the EDNET teacher and class will be diminished. Be sure to tell the teachers you are surveying the purpose of asking the questions and explain how you will use the information.

1. How much do you know about the EDNET class I have been teaching this term?
2. Please share with me any feedback you have received from educators at your school, students, and parents.

3. Do you perceive the EDNET classes to be a positive contributor to the overall educational program at your school? How does this EDNET class fit with your current class offerings?

4. Would you schedule this class again at your school? Why? Why not?

5. Would you recommend this class to students you teach? Why? Why not?

7.10. Student performance: As you examine the overall effectiveness of your EDNET class, it is important to take a look at the assignment grades and final grades of the students in your class. Compare the grades at the origination site with the grade at the receiving sites. Look for differences and patterns, especially if you are teaching the class to a distance learning audience or a more traditional classroom setting.

If you have access to grades from other classes, check to see how your grade fits in with the students' total academic performance. If standardized tests are given in your subject area, compare grades and scores with standardized test scores and percentiles.

This information can now be used to focus on an area where you want to improve and make changes. Effective teachers are always striving to improve their instruction. This is an ongoing process.

**YOU BECOME PART OF A LARGER GROUP OF EDUCATIONAL
PROFESSIONALS WHEN YOU BEGIN TRANSMITTING INSTRUCTION TO OTHER SCHOOLS.**